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QUALITY EDUCATION FOR APPALACHIA, A TITLE IV REGIONAL EDUCATIONAL LABORATORY. FINAL REPORT.

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THIS REPORT DESCRIBES THE ORGANIZATION, IMPLEMENTATION, AND OPERATIONAL PROCEDURES FOR A REGIONAL LABORATORY IN THE APPALACHIAN REGION. A SUMMARY DESCRIPTION OF THE SOCIOECONOMIC BACKGOUND AND SCHOOL SYSTEMS IN THIS AREA IS INITIALLY PRESENTED. THE REGIONAL LABORATORY WAS IMPLEMENTED WITH THE GOALS OF REDUCING CULTURAL DISADVANTAGEMENT, MODERNIZING CURRICULUM, COMBATING REGIONAL ISOLATION, IMPROVING JOB PLACEMENT, RAISING LEVELS OF EDUCATIONAL ASPIRATION AND EXPECTATION, AND MAKING EDUCATIONAL CHANGE. ONE PROJECT REPRESENTING EACH GOAL IS TO BECOME OPERATIONAL EVERY YEAR. THE PROGRAM FOR THE FIRST YEAR INVOLVES EASING THE TRANSITION OF YOUNG MEN AND WOMEN FROM SCHOOL TO WORK. THE REPORT CONCLUDES WITH A DESCRIPTION OF A LANGUAGE PROGRAM DIRECTED TOWARD THE IMPROVEMENT OF VERBAL AND LANGUAGE ABILITY. (JS)

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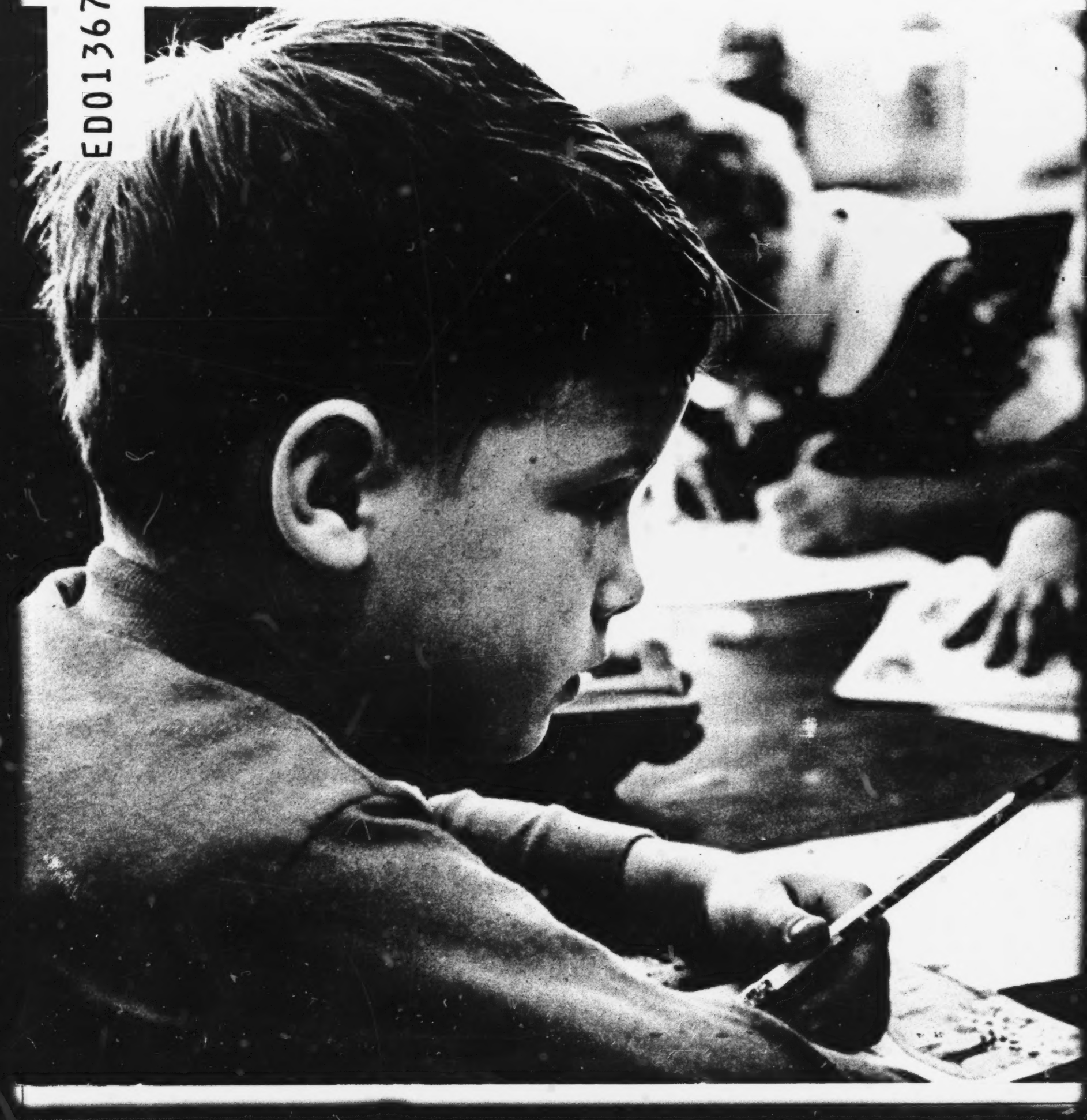
Quality Education For Appalachia

Appalachia Educational Laboratory, Inc.



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Quality Education For Appalachia

A Title IV Regional Educational Laboratory

FINAL REPORT

Submitted to

THE UNITED STATES OFFICE OF EDUCATION
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Prepared by the
APPALACHIA EDUCATIONAL LABORATORY, INC.
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Consultant: *Sandra M. Brown*

APPALACHIA
Educational Laboratory, Inc.

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THE APPALACHIA Educational Laboratory represents a new and challenging venture in education. It is not a university, a school, a state department, nor any normal combination of these. *It is a completely new idea.*

Regional laboratories like the Appalachia Educational Laboratory provide a framework within which existing educational agencies from a group of states may work together to innovate and implement a new education for a new age. These laboratories have come into being as a result of the passage of Public Law 89-10, the Elementary and Secondary Education Act of 1965. Title IV of this act authorized the expenditure of funds to support a system of Regional Educational Laboratories.

Commissioner of Education, Harold Howe, II has said in testimony to Congress, that he expects the Laboratories to ". . . expand and accelerate the improvement of education through research, development, and dissemination activities." He continued by saying, "Literally hundreds of educational institutions have banded together to form new multi-institutional large scale laboratories for research. These laboratories will work in all areas and levels of education in order to study, develop, and implement educational innovation."

The primary innovation of the Laboratory concept was the unique organizational framework envisioned. The Laboratories will bring together not only the educational agencies of a region but every other agency, public or private, that is concerned with education.

The Laboratory concept makes possible a structural framework which will focus this complex of resources and talents upon improving educational opportunity.

These new institutions will move toward their goals by a four-step route: by assessing the needs of their region through the widest possible search; by utilizing research, either through designing and conducting new research or by reaping the results of previous research; by implementing the findings of research through the design or redesign of teaching techniques and materials; and finally, by devising and employing dissemination techniques which will insure movement toward sound educational change. Such techniques may involve demonstration or direct teacher-training, may change teacher preparation patterns, and will certainly include wide-spread use of all communication media.

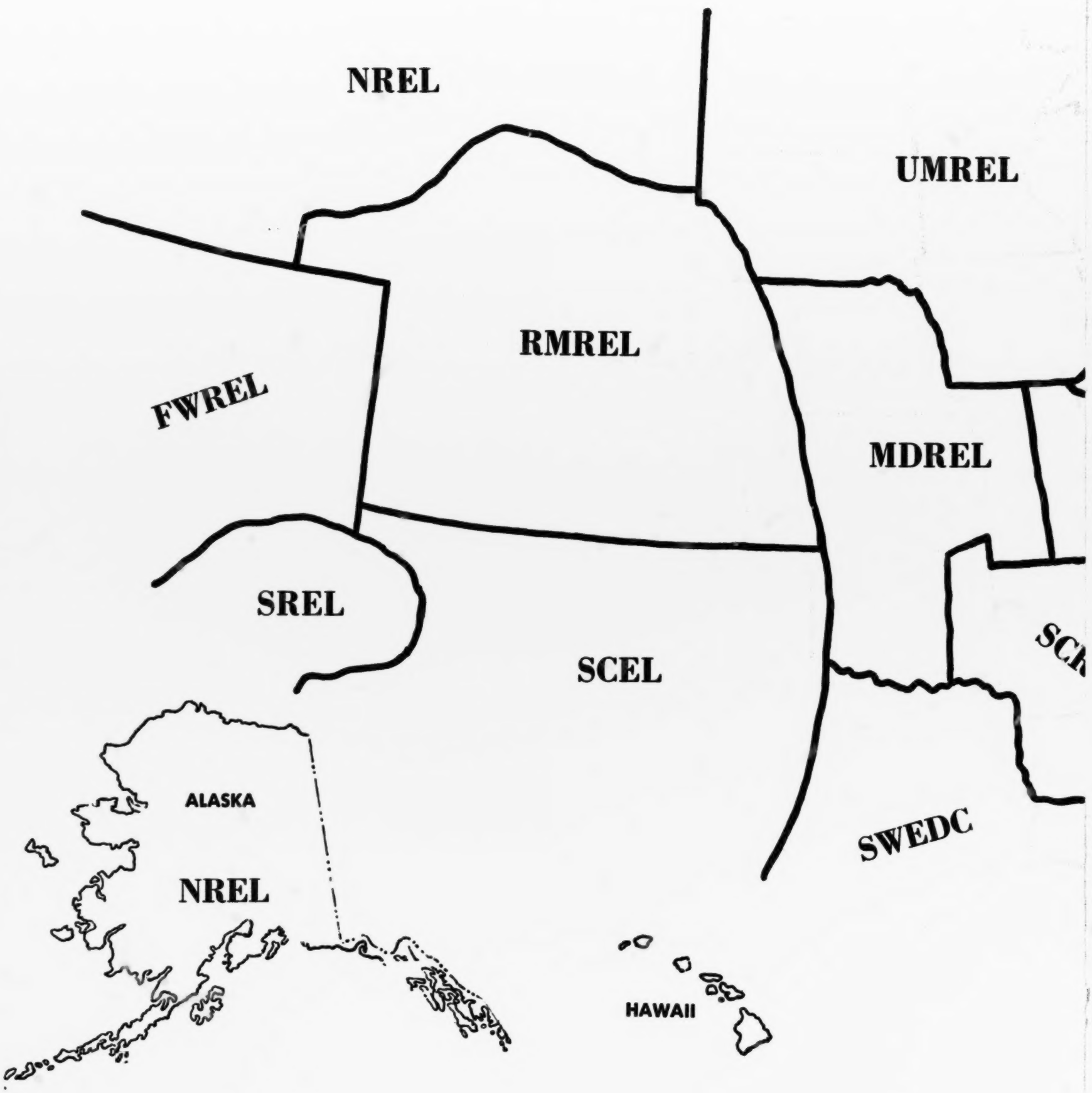
HERETOFORE, educational agencies have maintained limited communication, one with the other. Schools have operated, state departments have done their work, and colleges and universities have filled their role, but *independently.* While these functions have been mutually supportive in many cases, the greater thrust possible through a concerted attack has been missing. It is this concerted effort through broad partnership that the Laboratory concept will make possible.

Following the passage of the Elementary and Secondary Education Act of 1965, proposals for the establishment of Regional Educational Laboratories were invited. In February of 1966, ten proposals, including Appalachia's, were funded for three month periods of development. On June 1, these ten groups were funded to begin full operation.

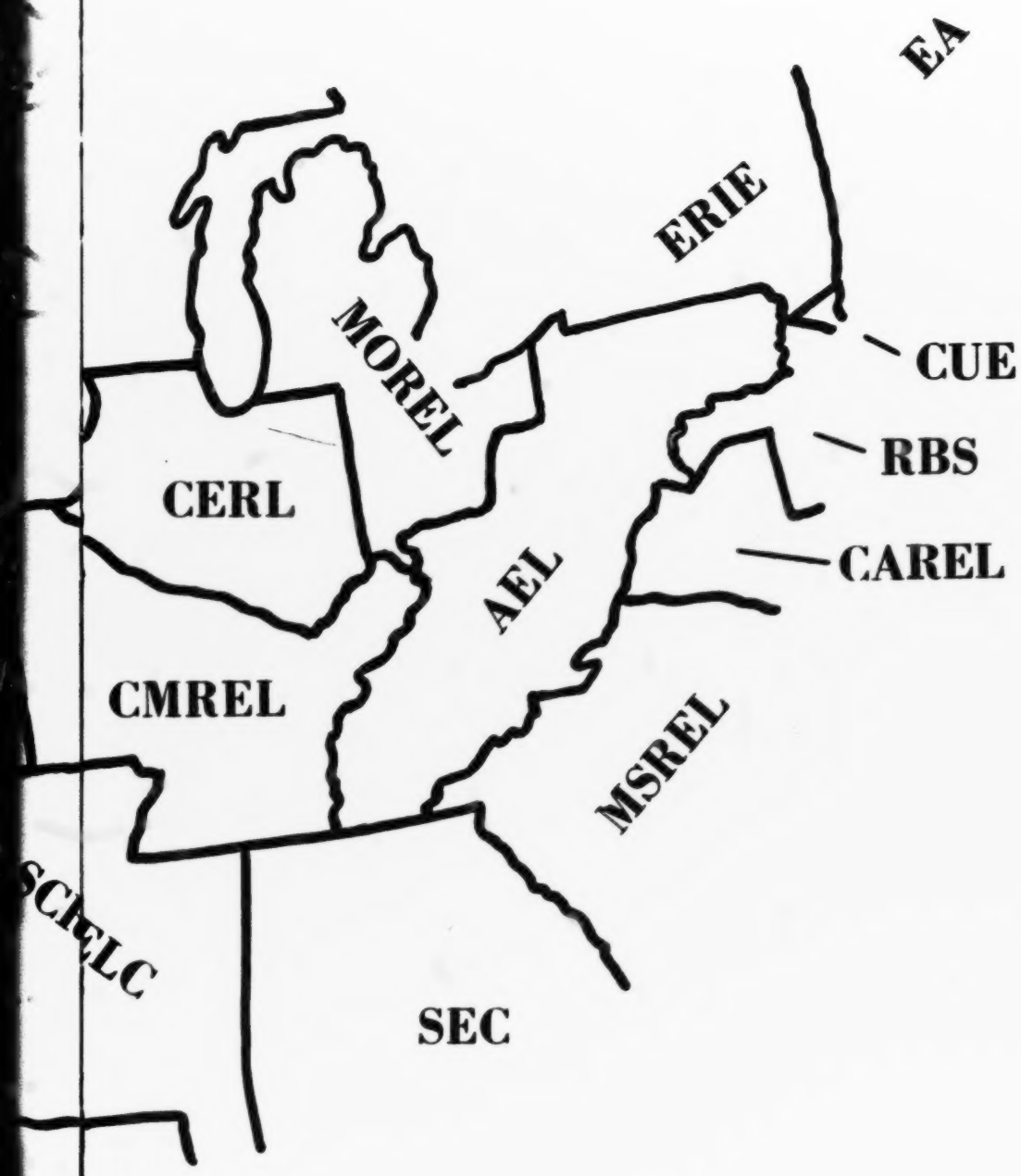
By December 1, 1966, it is anticipated that there will be a network of twenty Regional Educational Laboratories covering all sections of the country.

A new system of educational agencies has come into being. The system and the idea behind the system have great potential. They must not be expected to accomplish wonders overnight. But the Laboratory concept itself challenges the educationally concerned. Appalachia has accepted the challenge by establishing the Appalachia Educational Laboratory.

The National System of Regional



al Laboratories



EA—Education Associates
55 Chapel Street
Newton, Massachusetts

CUE—Center for Urban Education
33 West 42nd Street
New York, New York 10036

RBS—Research for Better Schools, Inc.
121 South Broad Street
Philadelphia, Pennsylvania

CAREL—Central Atlantic Regional Educational Laboratory
(In early stage of development)

MSREL—Mid-South Regional Educational Laboratory
Learning Institute for North Carolina
Quail Roost, North Carolina

SEC—Southeastern Educational Corporation
408 Tallahassee Building
1309 Thomasville Road
Tallahassee, Florida 32306

ERIE—Eastern Regional Institute for Education
Syracuse University
Syracuse, New York

AEL—Appalachia Educational Laboratory, Inc.
Box 1348
Charleston, West Virginia 25325

SCRELC—South Central Region Educational Laboratory Cor
National Old Line Building
Little Rock, Arkansas

SEDC—Southwest Educational Development Corp.
Commodore Perry Hotel
Austin, Texas

MOREL—Michigan-Ohio Regional Educational Laboratory
School Center Building
Detroit, Michigan

CERL—Cooperative Education Regional Laboratory
110 Education, University of Illinois
Urbana, Illinois

CMREL—Central Midwest Regional Educational Laboratory
2016 South Big Bend Boulevard
St. Louis, Missouri

MDREL—Mid-Continent Regional Educational Laboratory
2220 Holmes Street
Kansas City, Missouri

UMREL—Upper Midwest Regional Educational Laboratory
2700 University Avenue
St. Paul, Minnesota

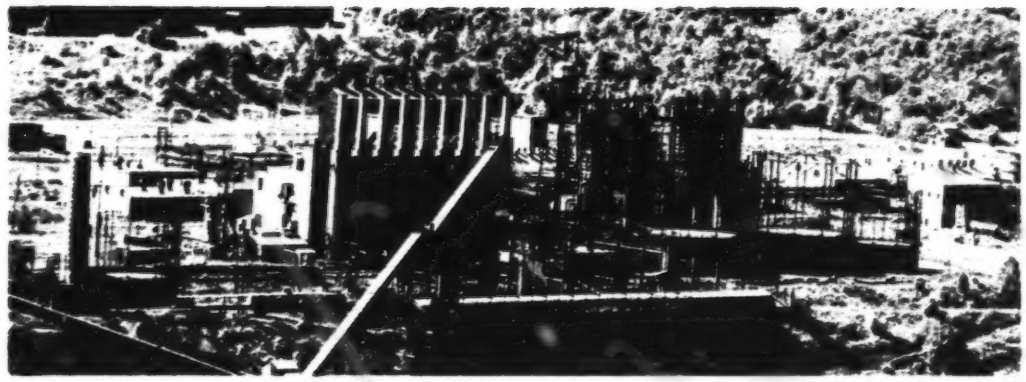
SCEL—Southwestern Cooperative Educational Laboratory
120 Vassar Avenue, Southeast
Albuquerque, New Mexico

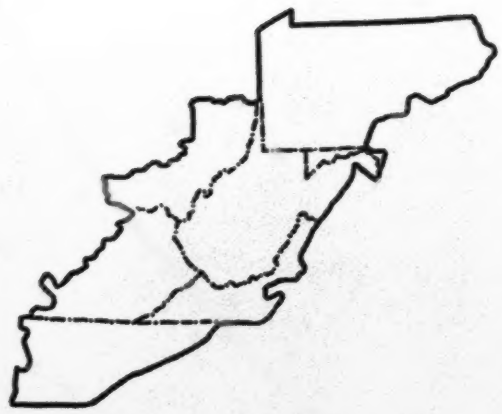
RMREL—Rocky Mountain Regional Educational Laboratory
203 Cranford, Colorado State College
Greeley, Colorado

FWREL—Far West Regional Educational Laboratory
Room 247, 116 New Montgomery Street
San Francisco, California

SREL—Southwest Regional Educational Laboratory
System Development Corporation
2500 Colorado Avenue
Santa Monica, California

NREL—Northwest Regional Educational Laboratory
2009 Lloyd Center
Portland, Oregon





For many years the Appalachian mountain region has been regarded as the "backwoods" area of our nation—never really known, not very often visited. Now, more than 300 years after it was first settled, this great land area, 600 miles long and nearly 250 miles across, touching at least nine states and including eight million people, is being rediscovered. Behind the stereotype of the "mountaineer," America is finding real people of flesh and blood: genuine people who have been caught for generations behind the wall of hills; people with brave hearts and uncomplaining tongues; people whose ancestry goes back to the very early settlers of our nation . . .

JACK E. WELLER, *"Yesterday's People"*
The University of Kentucky Press
Lexington, Kentucky, 1965

The Appalachian Region

RUGGED HILLS sweep suddenly skyward . . . tight, ribbon-like valleys lace in winding patterns along the rivers . . . small, isolated cities are visited by twisting stretches of narrow asphalt—this is Appalachia.

Appalachia. A fairyland of contrasts and surprises. A land of modern cities and long-ago villages . . . of sleek new airports and one-room schools . . . of burgeoning promise and barren despair. A land isolated and imprisoned by the very geography which gives it character and makes it one of the most charming, captivating, and capricious of America's last frontiers.

The clocks of time have ticked slowly in Appalachia for many years. Change has been tardy in its arrival, and the sweeping pace of the rest of the nation has been slowed to a walk by the rugged and relentless walls of hills which lace its terrain.

Peaceful and pleasant though this verdant isolation may have been, the people of Appalachia have paid dearly for its presence. In many parts of the region, mile after mile of unpaved roads, tarpaper shacks, and one-room schools shout testimony to its exacting cost, and the cold, deep-biting facts of statistical research present a shockingly supportive statement.

According to the President's Appalachian Regional Commission, almost one out of every three families in Appalachia has an annual income of $3,000 or less. In the rest of the country, the corresponding figure is one out of five. Only 8.7 per cent of the families in Appalachia have annual incomes of $10,000 or more, whereas 15.6 per cent of the families in the balance of the United States do.

Income is only one area in which the people of Appalachia have had to stand on the lowest rungs of the ladder. Employment figures are equally bleak—between 1950 and 1960 the region lost some 640,000 jobs in agriculture and mining, a drop of more than 50 per cent. During the same decade, agricultural jobs declined 35 per cent and mining jobs only one per cent in the rest of the country. Unemployment in Appalachia averages 50 per cent above the national rate. Perhaps most startling of all, in this period of rapid growth, in the rest of the United States there was a population increase of over 20 per cent between 1950 and 1960, but the population increase for Appalachia was less than one per cent.

These figures are alarming in themselves, but they are merely shadows of the far more significant and frightening spectre which looms over Appalachia. This spectre is Appalachia's crucial dearth of human resources.

The phenomenon of selective migration has been draining the strength of Appalachia for many years. To find challenge and opportunity, many of Appalachia's finest youth have left her valleys, villages, and towns for the promise of a better life in other parts of the nation.

THE SITUATION is desperate, but improvement is inevitable and near. Fifty years ago the promise of highways heralded the advent of civilizing forces to the region. But it was a false herald because man's engineering skill was not yet sufficient to conquer Appalachia's rugged maze of mountains and valleys. Now with rapid and accelerating technological advance, the lifelines of communication and transportation are beginning to strike through the walls of isolation. Wide new roads are opening the lush wonder of Appalachia to the eyes of the rest of the nation. The instant messages of television and radio are weaving past mountain barriers into the heart of this virgin land, bringing with them the stimulus and forward pace of the world outside. Suddenly Appalachia is rediscovered. Its people and its hills are beginning to awake and respond to the dawn of new hope and new expectation. Appalachia has become an exciting promise in the thoughts of the nation and a challenge in the hearts of those who would see it grow.

"Appalachia . . . a fairyland of contrasts and surprises . . . of burgeoning promise and barren despair . . ."

Richard Phillips

Almost every mountain child has the opportunity (at least, as we see it) to attend public school. Only in relatively few cases is attendance not possible —where families live on top of the mountains or far up the twisting valleys, remote from schools or school-bus routes. Schools vary from the one-room variety up to modern, centralized systems with hundreds of students. Often long bus rides are necessary, over rough and dangerous roads, but few children do not have the possibility, at least, of having twelve years of public schooling. But they do not always get it. Since the forms of education were imposed from the outside and did not grow up as an expression of the culture, teaching what the mountaineer wanted his children to learn, there has traditionally been a resistance to "book learning. . ."

JACK E. WELLER, *"Yesterday's People"*
The University of Kentucky Press
Lexington, Kentucky, 1965

Richard Phillips

The Appalachian Schools

THE SCHOOLS of Appalachia resemble the schools in the rest of the United States. They vary from excellent to very poor as do those found elsewhere. The children study from some of the same textbooks and they recite very similar lessons. Some of the children like school and others dislike school.

The differences that exist in Appalachian schools are differences of degree. Upon any standard one chooses, more of the schools of Appalachia reach toward the low extreme than do the schools of the rest of the country.

There are more one or two-room schools (1046) in Appalachia than in any comparable area in the United States. More Appalachian youth (over 30%) fail the Selective Service mental test than the average for the country as a whole (22.8%). More students in Appalachia test below than above national norms on achievement tests. Fewer schools in Appalachia have curriculum supervisors than are found in schools across the country. In Appalachia the ratio of guidance counselors to students is about one to 1400. In Appalachia many fewer schools offer advanced work for superior students than do those in the rest of the country.

The difference in degree has been a part of Appalachia for so long that an "educational gap" has been created. Only 32 out of every one hundred adults (25 years of age or older) in the region have a tenth grade education or better. The figure for the rest of the country is 42 out of every one hundred adults. In Appalachia, there is a leadership shortage as a result of restricted educational opportunity. Out of every one hundred adults over 25, only five are college graduates. Correspondingly, in the balance of the country, eight out of every one hundred adults have a college education.

The causes of these differences in degree are many. There is little financial backing for the schools. Although much of the region pays more of their income for the support of schools than the national average, the total amount resulting limits the amount spent to the point where the average per pupil expenditure is far lower than the rest of the country.

THE REGION is full of little regions quite effectively isolated one from the other. But there is an isolation of spirit, also, stemming from generations of poverty and "mountain ways" that is perhaps a more important cause for the backwardness of the schools.

Though the schools of Appalachia desperately need innovations that promise to deal effectively with the region's educational needs, they have been reluctant to change. The hills themselves seem to effect a changelessness in men's minds. But more tangible causes exist. The area has not shared the country's present prosperity. The trend of population flow has been *out* rather than *in*, reducing the influx of new ideas and expectations. The legal structure of communities, counties, and states, and, at times, even the very policy and organizational structure of the school systems, contribute to the inhibition of change.

The consequences are severe. While there are good schools and good teachers, they are few. Many more teachers with sub-standard or inadequate preparation practice their profession in Appalachia than in any comparable region in the country.

The consequence is poor educational opportunity. Poor education is always a tragedy, but in Appalachia it is a double tragedy because Appalachia must develop the human resource to solve its economic and sociological problems. The raw material exists in the hundreds of thousands of children of Appalachia. They are the human resource that will build Appalachia's future. Schools should aid, not hinder, this process.

"Differences that exist in Appalachian Schools are differences in degree..."

Appalachia Educational Laboratory

THAT the Appalachia Educational Laboratory exists is a testimonial to the concern and professional dedication of Appalachian educators. The primary concerns of educators and citizens alike are the obvious deficiencies of the region. All regions of Appalachia suffer from a lack of facilities and a lack of teachers and qualified personnel. This concern was of long standing, but only with the passage of the Elementary and Secondary Education Act of 1965 was it possible for them to consider concerted action on a regional basis.

The first regional meeting called to discuss such a laboratory was held in August of 1965 in Parkersburg, West Virginia. It was attended by representatives from school systems, state departments of education, colleges and universities, business, industries, and educationally-related agencies. During this meeting representatives from Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia were appointed to a Steering Committee. An acting coordinator of the Steering Committee was appointed, and the body voted to hold its first meeting on August 13, 1965, in Charleston, West Virginia. Finally, the body voted that a prospectus be prepared for submission to the United States Office of Education.

HOWARD F. ALDMON
Laboratory Director

A tradition of intense involvement and participation pervaded Laboratory planning sessions from the outset. Regional interest and divergent professional interests often led to hot debate. From this cauldron emerged a workable plan. By August, responsibilities for sections of the prospectus were assigned to drafting groups. A meeting in Lexington, Kentucky in mid-September reviewed these drafts, and subsequent meetings at Pennsylvania State University and Washington, D.C., resulted in the final polished prospectus. It was signed by fifty participants from throughout the Appalachian region on October 11, 1965, in Charleston, West Virginia.

Following the submission of the prospectus, three state-wide meetings were held to discuss the document and to provide more opportunity for assessment of regional educational needs and the extent to which the proposed program met those needs. Several specific programs had been presented which aimed at:

(1) reducing the negative effects of cultural deprivation
(2) assisting in the modernization of the school curriculum
(3) combating regional isolation
(4) improving the transition from school to work
(5) raising the general level of educational aspirations and expectations
(6) speeding the adoption of sound educational change.

The prospectus stated clearly that the problems and programs were not final and that more development would be required. At this point, about 1,400 individuals had been involved directly or indirectly in the steps leading to and following the submission of the prospectus.

On February 15, 1966, Appalachia's proposal became one of ten to be funded for a 75-day developmental period. A Charleston meeting of the Steering Committee immediately established three major areas of effort for future work. They were: (1) the assessment of regional needs and the mobilization of necessary resources to meet such needs; (2) the planning and development of a program of action for the Laboratory; and, (3) the development of a conceptual framework and administrative and organizational structure appropriate to the program and character of the Laboratory.

Again, task forces were assigned to work on these problem areas. Representatives from colleges and universities, state agencies con-

cerned with education, and local school systems participated. In early April, the fruits of their labor were assembled into an Interim Report. This document made advances in regional need assessment. The earlier program suggestions were augmented, altered, and further specified. The organizational and administrative structure of the Laboratory was outlined, details of personnel needs were provided and an Interim Board was appointed. Charleston, West Virginia, was selected as the site of the Central Office, and provision was made for the eventual establishment of branch offices in each of the six states. An ambitious program which would have established five major programs in the first year was detailed. The program was too ambitious and, following a meeting of a United States Office of Education review panel, the Steering Committee was asked to revise.

A supplementary report incorporating suggested revisions was submitted in mid-May. On the basis of all the data submitted and several conferences in Morgantown, Charleston, and Washington, the Appalachia Educational Laboratory, Inc. was officially funded for a six month period beginning June 1, 1966.

Its Distinctive Role

The Appalachia Educational Laboratory has been designed to meet the educational needs of a region which includes a major six-state portion of Appalachia. Parts of the states of Ohio, Virginia, Tennessee, Kentucky, and Pennsylvania, and all of West Virginia are included. Within this area, there are six state departments of education, five major universities, many universities and colleges with programs of teacher education, and numerous community agencies, businesses, industries, and many hundreds of school districts.

The area as a whole may be characterized as deprived, although within it there are places where such is not the case. Educational opportunity is limited; both economic want and regional isolation have exacted their toll.

In an area of deprivation, education assumes far more importance than in an area not deprived. Education becomes the key to overcoming the forces which result in deprivation. When education is strengthened, the human resources of an area are strengthened and this results in additional capacity to attack other economic and social weaknesses.

It is to the overall goal of improving the quality of Appalachia education that the Appalachia Educational Laboratory must direct its effort. What are the unique qualities of the Laboratory which suggest that it may be able to improve the quality of education in ways that existing institutions and agencies throughout the region cannot? The uniqueness of the Laboratory is evidenced as follows:

- There is, at present, no well-developed research and development system in support of Appalachia education. While there are several research programs and projects on-going within the region, there is no direct and continuing link between these programs and projects and the public and private schools they are designed to serve. The Laboratory will serve as a "new institution" designed to correct this structural deficiency.

- The Appalachia Educational Laboratory will establish for the first time a multi-state or regional forum to appraise and set priorities among various educational research and development needs. Such a forum has not been available to the region in the past.

- Through its multi-institutional character, the Laboratory will be able to mobilize the full range of relevant resources essential to an effective attack on the educational problems of the region.

- The Laboratory will influence and help establish a new trend or emphasis in educational research concerned with educational "product development and dissemination." The traditional educational research model has been built around the classical hypothesis testing approach to educational research. Through its concern for dissemination and implementation, the Laboratory will aid researchers to direct attention toward the development of teaching techniques and materials which are capable of being disseminated.

- Through active involvement with existing educational institutions and agencies throughout the region, in the planning, implementation and evaluation of Laboratory activities, the Laboratory will be able to extend its influence far beyond the immediate activities it elects to undertake and aid the likelihood that the results of the Laboratory program will be implemented in supporting institutions and agencies throughout the region.

CARLTON M. SINGLETON
Deputy Director

• Finally, through its emphasis on programmatic research and development, the Laboratory will make a large scale, long-term attack on educational problems.

A Laboratory, no matter how well funded, cannot hope to accomplish this broad a program unless it works with already-existing agencies.

Existing agencies are working, sometimes very effectively, other times not effectively at all. But whether effective or ineffective, each agency is working within a limited area or within a limited sphere. The obvious strength of the Laboratory concept is that it is regional in scope. Its greatest strength lies in its ability to examine a larger area and to work in a broader framework.

It is senseless to hope that any infusion of Federal funds will be followed by a great influx of talented educators or new educational forces. What must happen is that the educational forces in the area will be activated, re-armed, and re-equipped to be better able to perform their tasks. It is by coordinating their efforts, by supplying information, and by amassing and reorganizing existing know-how and resources on a region wide basis that the Laboratory expects to accomplish its objectives.

The Laboratory's immediate goals must be to organize and mobilize the area's many educational agencies. This task it has already begun. The response has been wide-spread and enthusiastic. The Laboratory's immediate program must be to center the focus of this many-branched thrust upon one or two of the most obvious lacks. For immediate attack, the bite-sized pieces of the larger problem include replication and wide-spread dissemination of a successful school-to-work program and a major research effort into language learning and teaching in the early grades.

In addition, the Laboratory will undertake to set up a mechanism to conduct a continuous evaluation of special programs going on in the region in an attempt to identify the practices and procedures which are markedly successful. The hypothesis is that, through dissemination by the Laboratory, such programs could be adapted and used all over the area.

And finally, the Laboratory must set up the machinery whereby a running dialogue between itself and all forces within the region may be instituted to identify further bite-sized pieces which should engage the Laboratory's fullscale attention. These would then be winnowed by the process of examination and evaluation through conferences and seminars, tried out in pilot studies, then moved to a full research stage, become product development projects, and finally be put into wide-spread dissemination.

The special nature of the Appalachia Educational Laboratory must be recognized. It is a catalyst bringing together the educational forces of a region. It must, by tact, persuasion, logic, and service, bring about cooperation and coordinated team work in its area. The ills of education in Appalachia can and must be solved largely by educators and educational forces already resident in the region. These forces can accomplish this gigantic task if their thrust is concentrated and aimed. The Laboratory's unique and distinctive function is to make such concentration possible.

Its Operating Structure

All affairs of the Laboratory are under the control of the Board of Directors, which has full authority and power granted to boards of directors under the laws of the State of West Virginia.

The Board of Directors reserves the broader questions of policy formation and program planning for the Board as a whole. The Board is prepared for these tasks by having formed itself into committees which make recommendations to the total Board.

Having established policy and program guidelines, the Board has empowered the Laboratory staff to oversee all normal operations.

The staff of the Appalachia Educational Laboratory is headed by a Director. He is the direct appointee of the Board of Directors and reports directly to the Board. Howard F. Aldmon, on leave from his post as Assistant Dean of the College of Education at the University of Tennessee, is director of the Laboratory.

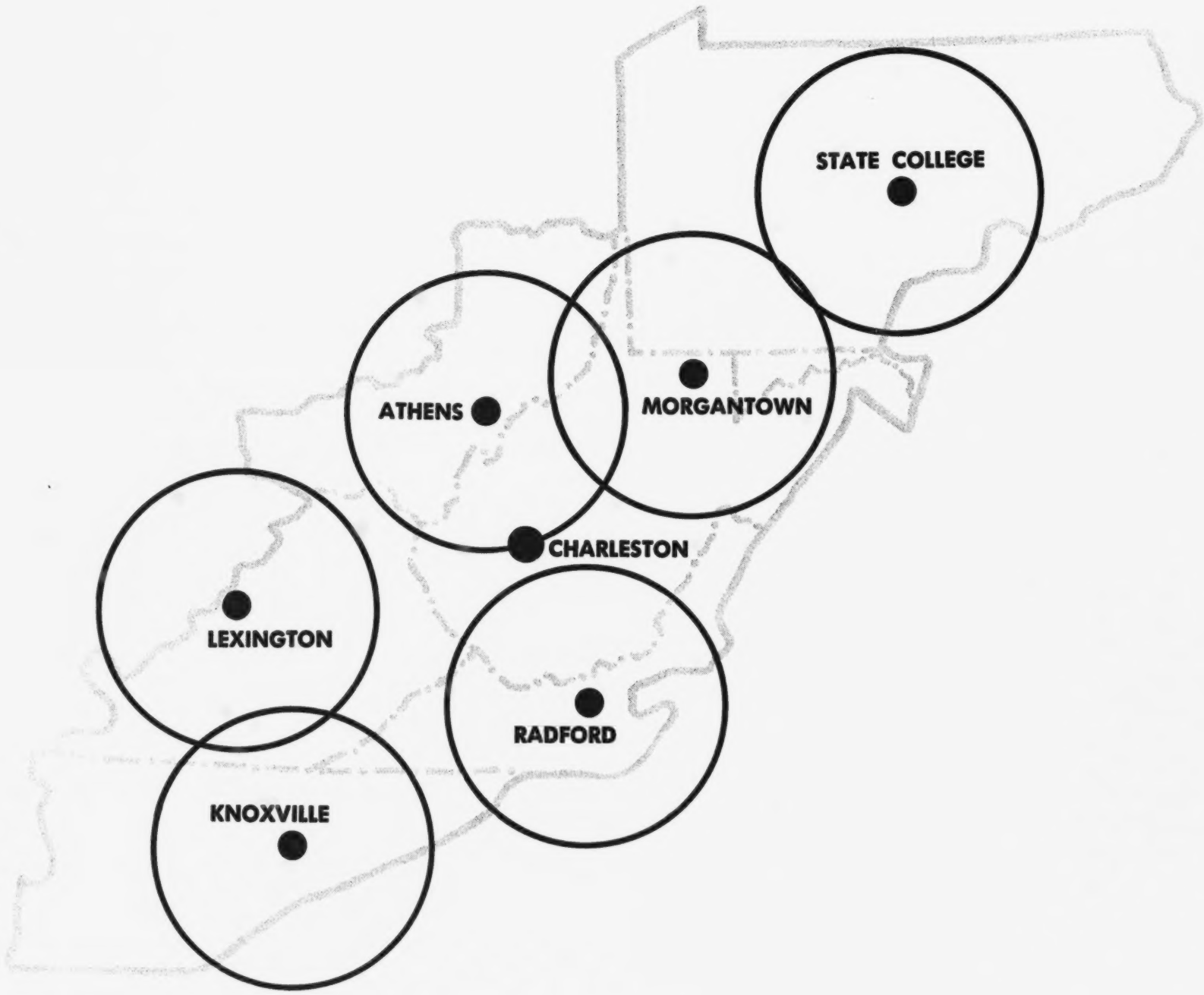
The responsibility of the Laboratory Director is comprehensive, including functions of planning, implementation, coordination, and evaluation of the entire Laboratory Program. He will serve as the chief executive officer of the Board, direct and coordinate the activities of the Laboratory's central and field offices and serve as the principal Laboratory spokesman regionally and nationally.

Working directly with the Director and taking major responsibility as the Director may assign is the Deputy Director, Carlton M. Singleton, who was the coordinator of the Laboratory.

The deputy director will serve as the front line assistant to the Laboratory Director, giving particular attention to administrative matters, coordination of the continuing activities of the Laboratory and establishing and maintaining dissemination and informational networks for the region.

A chief of research, a chief of product development, and a chief for dissemination work closely with the Director and Deputy Director.

The designation of three upper level positions heading research, product development, and dissemination activities insures appropriate attention in Laboratory activities to each of these functions.



Regional Coverage

The Laboratory serves the area indicated on this map. The central office is located in Charleston, West Virginia, chosen because it is both the geographic and the natural travel center for the region.

The cities indicated are the locations of the first six branch offices proposed. Two or more may be in operation by late fall. The circle surrounding each city is drawn on a radius of 75 air miles.

The chief of research is responsible for designing and monitoring all research interests of the Laboratory. He is responsible, also, for maintaining a research library and is expected to review research in any area of concern to the Laboratory. His is the "find-out" role.

The chief of product development is the techniques and materials specialist for the Laboratory. He is expected to be aware of all existing techniques and materials and to design or adapt techniques and materials as they may be needed for use in programs or be suggested by programs of the Laboratory. His is the implementation role.

The chief of dissemination is responsible for developing means for establishing clear lines of communication within the region to the degree that program decisions be regionally based and so that techniques and materials pioneered by the Laboratory move quickly into widespread use. His role is that of communication.

The Director thus has a cabinet of four including the Deputy Director to join with him in the decision-making process. By assigning each of the roles of the Laboratory; research, product development, and dissemination to one person as his major responsibility, the work of the Laboratory becomes focused across the full area of its scope.

As the Laboratory institutes major programs, a program director will be added for each program authorized. At present, there is one major program and one developing program.

For the first six months, there is budget provision for three staff positions to support the work of this team. Each is assigned to a section chief as an assistant.

The Controller of the organization is responsible for all financial and office management operations of the Laboratory.

Completing the staff are six secretaries.

Its Field Forces

The structure of the Appalachia Educational Laboratory represents a logical development of its three different levels of activity.

The Central Office is the focal point for the development, implementation, and coordination of all Laboratory activities.

The Branch offices will be concerned primarily with dissemination activities and also with facilitating regional communication and coordination in Laboratory programming. Each will be headed by an assistant director who will report to the Director or the Deputy Director. Six such Branch Offices, one in each state, are expected to be operating by the end of the first full year of the Laboratory's life. These first branches will be located at or near University campuses to take advantage of existent service facilities.

As the Laboratory program efforts come into being, program or project units will be established. These will be located at any point where Laboratory research or product development work is underway. Such units will be headed by a project director who will report directly to Laboratory headquarters. These units may be in school districts, at a college campus, or close to a State Dept. of Education. Their location will determined by the program or project and the duration of their existence determined by the needs of the Laboratory.

Laboratory program activity will be carried on throughout the entire region. As the Laboratory continues to grow, its field forces will necessarily increase. Twenty or more branch offices could be justified, even at this early stage. Program needs might dictate a hundred or more unit locations. The day should come when the Laboratory is a well-known "neighbor" to every school system in Appalachia.

Its Membership

Membership in the Appalachia Educational Laboratory is open to representatives of every organization, enterprise, or institution located in the region served.

Such institutions include schools and school systems, state departments of education, colleges, universities, businesses, industrial firms, labor unions, professional organizations, cultural groups and other agencies.

The intent is to enroll every school system and other educational institution in the region and to add to this base every other agency, public or private, sincerely interested in education in Appalachia.

There are four requirements for membership. Members must:

(1) conduct educational or educationally related activities in the states or parts of states serviced by the Laboratory,
(2) commit themselves in writing to support the objectives of the Laboratory,
(3) send representatives to such general meetings of the membership as may be called by the Board of Directors, and
(4) comply with the provisions of the Civil Rights Act of 1964.

Most of the school systems and colleges and university of the region have already signified their intention to be a part of the Appalachia Education Laboratory. With this report you received a membership application. Would you fill it out whether or not you have previously signified your intention to support the Laboratory? Should you know of any other organization that would be interested in becoming a member or hearing from us, would you please send its name and address to:

APPALACHIA EDUCATIONAL
LABORATORY, INC.
P. O. BOX 1348
CHARLESTON, WEST VIRGINIA 25325

"And the doors of the world will be opened through education... **David Creel**

Goals of the Laboratory

***BEFORE** the Laboratory could begin to plan to meet the challege of "Quality Education for Appalachia," the many educational problems of the area had to be analyzed and grouped to form feasible targets.*

Through many meetings in all six states, in debate after debate, the people of the region wrestled with the problem. The following pages describe the six goals which emerged as the focus for Laboratory efforts.

Richard Phillips

CULTURAL DEPRIVATION strikes deep in Appalachia—a region in which the term "pockets of poverty" speaks both a social and geographical truth. Appalachia's characteristic landscape of winding mountains and valleys creates a maze in which whole communities are caught by their environment in a world which stretches no further than the tops of the surrounding mountains. To many people in these communities, a glimpse of the "outside world" comes only once or twice in a lifetime—and sometimes not at all.

The usual value-systems and subject matter of the customary academic curriculum carry no message for children of this culture. School is not only *uninteresting* to these youngsters, it is *irrelevant*.

For many of the children of this region, daily life from the earliest years is a dreary, dull routine in which intellectual and aesthetic stimulation are lacking. Their initial school experiences are characterized by frustration and failure. Before long they have become "psychological dropouts." And, at a convenient opportunity, they simply stop coming to school, thereby formalizing a separation begun years earlier.

Goal: Reducing the Effects of Deprivation

THE CHALLENGE of this situation dictates that a major thrust of the Appalachia Education Laboratory must be to assist the schools of Appalachia in stimulating, securing, and maintaining the interest of this almost-unique pupil population. In order to carry out this role, the Laboratory program will place intensive focus on the needs of the culturally deprived in Appalachia and on the projects which have already been set in motion to help meet these needs. Programs such as Head Start will be studied in depth, and efforts will be made to provide a framework of ideas for an even wider and more systematic effort.

Another focus of the Laboratory in aiding the culturally deprived will be COMPRO—an extensive research project designed to yield detailed information concerning the problems of communication which are particularly characteristic of the deprived child in Appalachia. COMPRO will eventually develop materials, methods, and products which teachers may use in a direct effort to remediate these deficiencies.

Richard Phillips

CURRICULUM DEVELOPMENT is an activity requiring men of many talents. Working together intensively over a relatively short period of time, teams of teacher-scholars—supported by other specialists and technicians—can produce a new course of study. The products which are the tangible, integrated results of these efforts may consist of any of the following: textbooks, slides, films, film strips, TV tapes, phonograph records, laboratory apparatus, demonstrations, teachers' guides, examinations, teacher training programs, maps, charts, three-dimensional models, and programmed instructional lessons.

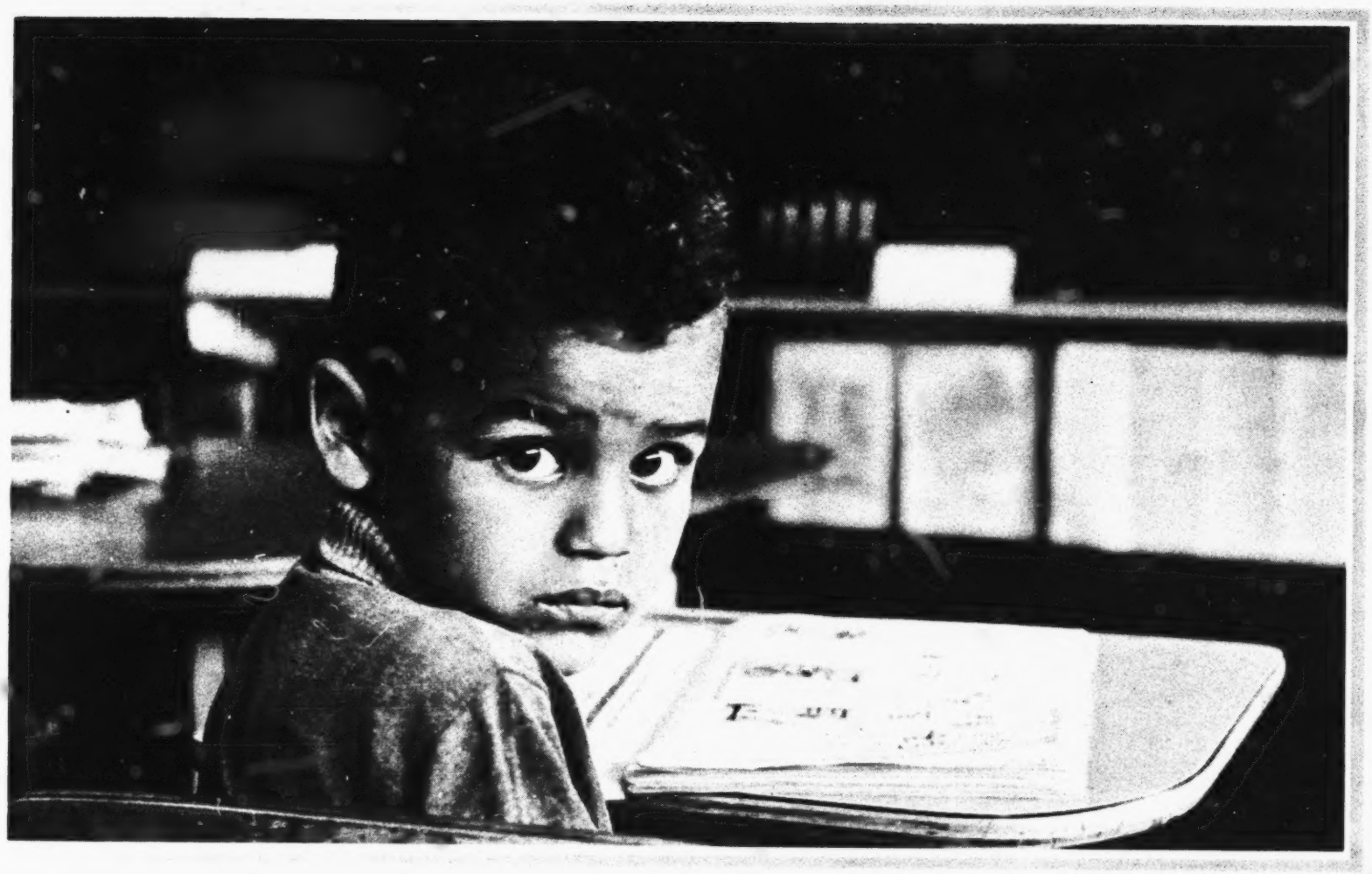
Curriculum building is expensive. The financial investment involved is clearly beyond the resources of any school system. Only an organization with access to large numbers of talented and dedicated persons can hope to do the job. The Appalachia Educational Laboratory is such an organization.

THE NEED for curriculum modernization in Appalachia is acute. In the region's poorest schools, the content of the curriculum offers little to stimulate intellectual effort. Meaningless drill in arithmetic; science without laboratories or experiments; cliches and platitudes offered as social studies—this is the curriculum in Appalachia at its worst. Even in the region's better schools, a major curriculum effort is needed.

Curriculum involves not only *what* is taught in schools, but *how* it is taught as well. The new curriculum efforts are based on the assumption that students learn most effectively, and are best prepared for further learning, when they have been introduced to the underlying structure in a field of study. Although curriculum materials may be developed that effectively illuminate the structural principles in a discipline, the fate of these materials in the classroom depends upon the way in which they are used by the teacher.

As in the rest of the nation, many of the classroom teachers in Appalachia are unprepared to use new curriculum materials. Broadly-based teacher training and retraining programs are urgently needed. The Laboratory proposes to sponsor many dissemination activities designed to assist teachers to use curriculum materials effectively.

Goal: Modernizing the Curriculum



Richard Phillips

APPALACHIA is a region which has been slowly strangled by isolation. The world of the twentieth century has glanced across its mountaintops without ever pausing to seep into its valleys, and while the rest of the nation has been running toward the world of the twenty-first century, Appalachia has only walked.

The rural areas of Appalachia are sorely in need of the lifelines of communication which will lift them into the mainstream of American society. Although the lifelines of improved highway systems and radio and television networks will help carry the pace of modern living to Appalachia, specialized forms of communication will be necessary to bring modern education to Appalachia's schools. Herein lies a service which the Appalachia Educational Laboratory is uniquely suited to perform. It must determine which of the modern communication miracles is feasible.

Goal: Combating Regional Isolation

IN ADDITION to combating isolation through the use of radio, television, and printed publications, the Laboratory will eventually provide an exciting array of services designed to break down the traditional lack of communication between Appalachia and the rest of the nation. One promising possibility is the development of extensive exchange programs in which both teachers and children would be provided with the opportunity to live and travel in other areas of the country. Another possibility is the development of mobile teaching units, which are, in effect, "classrooms on wheels." These mobile units can be outfitted to serve such diverse functions as reading laboratories, planetariums, and movable kindergartens, and can be used to bring the benefits of the most modern educational materials and programs to isolated communities where people are often unable or unwilling to ask for the assistance they need.

Educational television, filmstrips, and teletype lines present intriguing and dynamic potential for Appalachia's schools. As a central coordinating organization, the Laboratory will be in a unique position to organize and structure the work of current and future projects using these media to provide a systematic and well-articulated in-service and communications program.

Richard Phillips

IN A SOCIETY in which the worker with marginal skills must compete, usually without success, with cheaper and more efficient machines, the potential contribution of educational agencies to vocational adjustment must be more fully realized.

High dropout rates, chronic youth unemployment, and an economy in which jobs for the unskilled are fast disappearing, are creating a powder keg inches from a flame. These conditions are particularly apparent in Appalachia. The region is under-developed and under-employed.

Obviously the Appalachia Educational Laboratory cannot deal directly with these problems. But it can function as an important mitigating force. Through the development of new educational programs, widely disseminated in the region, the Laboratory can insure a more effective relationship between school and the world of work.

There are many avenues the Laboratory may explore. Certainly literacy is a problem area. A prospective job applicant who can neither read nor write is virtually unemployable. Innovative ways must be found to insure the eradication of illiteracy, both actual and functional.

APPALACHIA has a system of vocational and technical education that is unmistakably inadequate to its needs. Recent Federal legislation will bring help, but the need exists for research and design of new curricula in these areas. The Laboratory can help.

Adolescents on the verge of becoming dropouts need special help and counseling. Techniques exist and could be improved which identify potential dropouts early in their school careers. The Laboratory might well experiment with an extensive use of programs combining school and work.

Industry has pioneered techniques for retraining employees. The Laboratory can help the schools utilize this knowledge by stimulating arrangements which relate the schools in new and flexible ways to business and industry.

In the final analysis, the successful citizen of tomorrow is the individual who has learned to learn. The Laboratory can help design and implement the school programs that can make this possible.

Goal: Improving School to Work Transition

Richard Phillips

THE INADEQUACIES of education in America's pockets of poverty can be expressed in many ways. Statistics on school achievement and dropouts present one facet of the problem clearly enough, but who are the living, breathing young children who produce these statistics? What are these boys and girls really like? What is their real relationship to the schools?

No simple answer exists. The impoverishment of their lives has not made them carbon copies of one another, but they do share certain characteristics. Far too few of them find attending school an occasion for delight or mastery. They are not especially fond of school or interested in what they are expected to learn.

The attitudes of these boys and girls are embedded in family, school, and community contexts that do little to suggest that a more hopeful, optimistic relationship to the school is warranted. Parents, who are themselves poorly educated, cannot easily evaluate the quality of their children's education. Those who aspire to better education for their children may not find vehicles in the school or community for expressing their concern. In such settings, young children rarely develop educational aspirations which can sustain long years of often difficult study.

Goal: Raising Educational Aspirations and Experiences

WHAT CAN BE DONE? Better educational programs, widely disseminated throughout the region, are surely the most important step. Imaginative instruction that engages children in the exciting experience of meaningful learning can be developed by the Laboratory. The spontaneous curiosity of the young child can be nourished. The Laboratory will attempt to find ways to teach teachers how to provide children with the opportunity to explore, create, and discover. And it will seek to forge a common language for talking with those who apparently no longer care. Programs for recognizing latent talents will be sponsored by the Laboratory. The development of such talents is a primary obligation of the schools and the Laboratory can offer valuable guidance. School can become a rousing place, fully relevant to the child's life. The Laboratory must discover and then demonstrate how this may be done.

Richard Phillips

INSTITUTIONS, including school systems, tend strongly toward self-perpetuation. Change is inevitable, disruptive, and discomforting, and thus resisted. Schools, which should be for adoption of sound change, are typically cautious and conservative.

What role can the Appalachia Educational Laboratory play in speeding sound change? A number of programs and activities suggest themselves. Training and dissemination programs designed to show teachers how new procedures can be integrated into more familiar educational practices may help to reduce resistance to change. Conferences, workshops, briefing sessions, and seminars can be held frequently to disseminate information concerning new educational developments. And the Laboratory can sponsor various publications to report on its innovative activities.

Although these activities can do a great deal to stimulate changes, innovation—if it is to be a success—requires something more. Ultimately, innovation depends on an organizational climate conducive to change, a climate in which the strongest commitment is to educational growth, development, and improvement, i.e., to dynamic planned change. Research is a key to this change, and the Laboratory provides a unique framework within which to conduct research training activities. The needs of Appalachia for trained personnel are so great that the training opportunities of the Laboratory take on potentially enormous proportions. Steps that might be taken include the combining of theoretical research courses with actual "field" experience and the encouragement of participation in research-related activities by a wide variety of individuals.

SPECIAL training programs might be devised to increase the effectiveness of researchers in local school districts in using research to improve instructional programs.

These examples are merely illustrative of the training activities in which the Laboratory may engage. The problems of change in an area resistant to change lie largely in the attitudes of the people of the area. Training can change attitudes . . . demonstration can overcome fear . . . it is in these areas that the Laboratory must work.

Goal: Speeding Adoption of Educational Change

The Beginning Project Emphasis

IF the Appalachia Educational Laboratory is to have a real impact on educational accomplishment in its region, it must set rigorous priorities among the already identified problem areas. To spread programming effort over several major areas of activity would, in the beginning, strain the human and fiscal resources of the Laboratory and minimize the potential impact it is expected to have on the quality of education in the region.

Moreover, any major thrust of the Laboratory must go through sequential phases, including problem definition, program development, implementation, and final evaluation. To attempt to move several programs through such a series of steps at once would tax the system and delay and confuse the entire process.

For these reasons the Laboratory has chosen to move one program area into an operational phase, to move another into a pilot or developmental phase, and to initiate further problem definition and developmental requirements for remaining programs. Next year the pilot program will become operational and at least one more program will move into the pilot stage. Thus, during the next five-year period, the Laboratory will expect to initiate at least one major new program each year, with a full program of five programs in effect by 1971.

THE OPERATIONAL PROGRAM for the first year is the much discussed Appalachian concern with smoothing the transition of young men and women from school to the broader world of work.

The assignment of top priority to the "school to work" program was based on these considerations:

There is a widespread recognition, regionally and nationally, of the urgent need for an improved articulation of the school and the occupational world.

With the aid of the Vocational Educational Act of 1963, activities of the Appalachia Regional Commission, and other Federal, state, and local legislation, there is a realistic promise of widespread implementation of research efforts in this area.

The acceleration of educational efforts in the "school to work" programs may be expected to help speed realization of the desperately needed long-term economic uplift in Appalachia.

With a genuine attack on the transition problem it is expected that students will remain in school in larger numbers, thereby alleviating Appalachia's "dropout" problem.

Active involvement of all segments of Laboratory membership, including business and industry, can occur in an immediate and direct fashion, and therefore build the Laboratory as a new institution.

Second in priority of the Laboratory's identified needs is work in modernizing the school curriculum particularly in the area of language. Immediate improvement in the teaching of language may be already at hand since much of Title I and Title III money in the area is being spent for such improvement. The Laboratory sees the need for a longer term research and development program which will focus more directly on the act of basic communication. To this end the Laboratory has taken the initial step of organizing the developmental or pilot phase of a program scheduled to move into full operation during 1967-68.

Third in order of priority is the planning and file construction for a computer-based education information system. With the aid of the full system as designed for the Laboratory, current information for which there is any foreseeable need will be instantly available. Because program development must be based on a realistic determination of needs the necessity for a computer-based information system is obvious.

Finally, the Laboratory proposes to allot some of its funds to the exploration in brief of many innovative ideas to determine the feasibility of various program proposals for the ensuing year of operation.

"School to Work"

INNOVATION is necessary if Appalachia is to solve its unique problem of effecting a smooth transition for youth from school to work. The Laboratory will establish five interrelated programs of research and development. Each program has a different focus, but the simultaneous development and evaluation of five different approaches should yield several innovative solutions.

One program will focus on the construction and field test of current, easy-to-use occupational information materials. The emphasis will be self-administering materials in recognition of the fact that Appalachia is under-supplied with guidance counselors. It is anticipated that this unit will prepare materials of many types and forms, conduct an evaluation, and then package materials for quick dissemination throughout the region.

A second program will provide a carefully structured field trial of the highly-successful high school summer counseling and placement program first carried out in Wood County, West Virginia, with the aid of a Carnegie Foundation grant. During the summer of 1966, the emphasis of the Laboratory will be directed towards the development of guides and materials so that the program may be duplicated in many schools in Appalachia in ensuing years.

A third program will plan and install a summer job orientation program in cooperation with business and industry. Rural youth from a wide area would be introduced to a variety of highly important kinds of work. With cooperation of business and industry, the most modern equipment and techniques would be made available to students for short tryout and familiarization experiences. Through such experiences two things may be expected to happen; that the employment aspirations of youth be lifted, and that the attitude of youth towards education itself be improved.

A fourth program, planned for the summer of 1967, would build upon the resource represented by industrial arts teachers in the region. In a summer workshop they would learn up-to-date information about jobs in modern industrial technology. Following work in such an institute, industrial arts teachers might be expected to plan their teaching to be more attuned to today's opportunities.

The fifth program envisioned would be the organization of a group counseling program for parents of high school dropouts and potential dropouts. Attitudes and values of parents are important in shaping the educational aspiration of youth.

Richard Phillips

COMPRO | *A Language Development Program*

THE APPALACHIA Educational Laboratory will develop during the first six months and launch early in 1967, a major program effort directed toward the improvement of the general verbal or language abilities of Appalachia pupils. It will be called the Basic Communication Project of the Appalachia Educational Laboratory and will be identified with the code name COMPRO.

COMPRO will be concerned with the four language arts aspects of the teaching of English; speaking, listening, reading, and writing, as developed sequentially from pre-school experiences forward. It will, of course, be concerned with the full range of interrelated skill areas as spelling, handwriting, vocabulary, grammar, and certain study skills.

The Laboratory will proceed on two fronts in its overall conduct of COMPRO: (1) Disseminate materials, products and procedures focused on COMPRO objectives; (2) conduct research that will develop and test a comprehensive base for language teaching and achievement. The need is so great in this area that immediate help is imperative even while the planning for long-term improvement is underway.

There is considerable reason to believe that in Appalachia the assumption that children at age six have the basic language ability to communicate effectively is only partly true. The problems of developing an adequate curriculum for teaching Appalachian children to communicate effectively are many. COMPRO can hope to be successful in meeting these problems only if it has expert assistance. To this end the following scholars of linguistics, psycho-linguistics, English, language arts, and reading have been asked to serve on a panel of consultants for the project:

Harold Allen, *Linguistics*
University of Minnesota

Carl Bereiter, *Psychology*
University of Illinois

John Bormuth, *Psychology*
University of Minnesota

Naomi Chase, *Language Arts*
University of Minnesota

Doris Gunderson, *Reading*
United States Office of Education

Alfred Hayes, *Linguist*
Center for Applied Linguistics
James Moore, *Language Arts*
University of Kentucky
Walter Petty, *Language Arts*
University of California, Sacramento
David Reed, *Linguist*
University of California, Berkeley
William Sheldon, *Reading*
Syracuse University, New York
Harry Singer, *Reading*
University of California, Riverside
Roger Shuy, *English*
Michigan State University
Carlton Singleton, *Reading*
Appalachia Educational Laboratory

All of the members of this panel have expressed interest in the proposal. An exploratory meeting was held on May 9, 1966, at which nine members of the panel suggested tentative plans for further operation, as well as suggestions for the committee's augmentation.

The committee will meet frequently during the first six months, as needed, and will continue after the major plans have been formulated. Its function will be to maintain a continuous assessment of the program and to suggest and guide the efforts of the Laboratory in its communication project.

The Appalachia Educational Laboratory will appoint a director of the Communication Project (who will report to the Chief of Research) and supporting staff members. Depending upon the sub-projects instituted, the Laboratory will use its own facilities or contract with universities, state departments of education, and school systems for special projects.

Educational Information

MODERN COMPUTER technology makes possible a new kind of system for the Laboratory. Such a system will insure the availability of accurate and current educational information. It will help provide the basis for a programmatic approach to the solution of Appalachia's educational problems.

At this writing, the U. S. Office of Education is working with the Directors of the national network of Educational Laboratories in developing a system of interrelated computers and procedures for data collection and processing that will provide uniformity and compatability. When this is accomplished, a national as well as a regional computer network will be possible.

The EIS will maintain comprehensive information on schools, pupils, resources, staff and facilities within the area served by the Laboratory. The objectives of the EIS will be to collect, process, maintain and produce meaningful reports and analyses from data inherent in Appalachia educational activities. Such a system will:

(1) provide educational leaders, researchers, members of the Laboratory, and others with reports and statistical file information.

(2) provide current data on the status of education and educationally related activities in the region.

(3) provide means for collection of information essential in the planning and evaluation of Laboratory operations.

(4) provide the capability to interrelate and analyze a broad range of data in all functional areas of Laboratory operations.

(5) maintain the flexibility to expand or change the educational information system and Laboratory program as experience and need dictate.

EIS will do more than simply collect information. It will be developed to identify regional educational needs that will lead directly into regional and subregional research activities. Current research information will be maintained on each on-going research program development.

Accurate and comprehensive information is essential for sound planning and decision-making. Besides the normal school statistics concerning teachers, pupils and resources, regional demographic data is needed to understand the educational environment and the probable effect of educational innovation. These data will assist local school planners in the determination of needs for new facilities and personnel. Information will be needed on population, industry, employment, and occupations.

The EIS will also maintain files on the human resources of the region. Many industrial and research organizations employ persons of many talents that would aid the Laboratory in the realization of programs and goals. The system will grow as the Laboratory grows. As it grows, its capabilities will increase.

At full strength, the EIS will be able to monitor computer-assisted instruction remote terminals in widely separated stations. Many new applications of computers to the educational field are presently in the developmental phase. The Educational Information System holds the potential for solving many of the educational problems of the Appalachian area.

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THE APPALACHIA Educational Laboratory, Inc. is incorporated as a non-profit corporation according to the laws of the State of West Virginia. Its Board of Directors is representative of the region covered by the Laboratory. To achieve this representation, members are selected for the Board according to the following categories:

(a) The chief state school officer, or his designated representative, from each of the following states: Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia.

(b) The designated representative of the school superintendents' association of each of the states listed in (a) above.

(c) The president, or his designated representative, of each of the following doctoral degree granting institutions:

The University of Kentucky
Ohio University
The Pennsylvania State University
The University of Tennessee
The University of West Virginia

(d) The designated representative of the collegiate institutions within a state or part of a state, (a) above served by the Laboratory, not included in (c) above offering state accredited preservice teacher education programs.

(e) Nine representatives to be selected from organizations, enterprises, and institutions not represented in categories (a), (b), (c), or (d) above.

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THE BOARD OF DIRECTORS has established four major committees, one for regional and national relationships, a second for program planning and evaluation, a third concerned with administrative policy formation, and an executive committee. The executive committee, composed of seven members, includes the Chairman of the Board of Directors, the Vice Chairman, and the Secretary-Treasurer, plus four additional Board members, no more than two of whom may come from any single category of representation as listed elsewhere.

The program planning and evaluation committee makes recommendations in these areas for Board action. It proposes programs and reacts to programs proposed by the staff. It designs and monitors the evaluation of the total Laboratory effort.

The administrative policy committee set the original administrative policies for the staff and established guidelines for the Laboratory. It is responsible for advising on all policy matters. The regional and national relationships committee guides and advises the Laboratory in its organization and dissemination activities.

The executive committee meets frequently to work with the Laboratory staff in interpreting Board policy. In addition, it carries through interim assignments as the Board directs.

Good schools *do* exist in Appalachia. Despite the overwhelming evidence of grouped statistics, it is possible in some portions of this large area for children to make normal—even rapid—progress, and to emerge from the experience with an enlightened zest for learning.

Yet such opportunity exists rarely. The good schools are too few and the poor schools too numerous.

But the fact that there are good schools makes the challenge of the Laboratory possible. As long as good schools exist—as long as good teachers can be found—as long as intelligent people *care*—then improvement will come. The Appalachia Education Laboratory offers the framework and the facilities for their good influence to accelerate realization of the goal.

IBM Office Building, Charleston, West Virginia
Irving Bowman and Associates, Architects and Engineers

The second floor of this building will be the Appalachia Educational Laboratory Headquarters.